



The Use of Active Learning Techniques in Teaching Current Events in Social Studies Courses: An Action Research *

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Abstract

Social Studies is one of the most important courses that provides students with basic information, skills, and values and prepares them for social life. Current events comprise the most important social resources employed in Social Studies courses for students, ensuring their familiarity with the society and world in which they live. The objectives of this study were to determine the problems experienced in current event teaching in Social Studies courses, and to develop and implement applications in which active learning techniques were used to solve these problems. The use of active learning techniques contributes significantly to students' understanding of events that occur in society and those discussed in social studies courses. Thus, the study aimed to increase the quality of current event teaching in Social Studies courses and to determine the opinions of students and teachers related to the process. A qualitative research method that entailed action research design was employed. Research was conducted on 5th grade students and their Social Studies teachers during the fall and spring semesters of the 2019-2020 academic year. The research included semi-structured interviews, observations, diaries of the researchers, teachers, and students, video recordings of the application process, and student products that were employed as data collecting instruments. Data were analyzed using descriptive analysis. Research findings indicate that teaching current events by means of active learning techniques in Social Studies courses enabled the students to actively participate in the course, display interest in the course and current events, prepare themselves for real life, and acquire the habit of following an agenda. Study results indicate that teaching current events in Social Studies courses by means of active learning techniques provides students with correct and effective use of Turkish; research, empathy, critical thinking, and media literacy skills; and the values of sensitivity, diligence, and justice. At the end of the study, various suggestions for application and research based on the results obtained are offered.

Keywords

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Teaching current events
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Introduction

One educational course that provides students with various knowledge, skills, and values to raise effective citizens is Social Studies. The course discusses the individual, their family, surrounding environment, and place where they live (Deveci, 2018). Further, it undertakes citizenship education within primary and secondary school programs and enables individuals to become familiar with society and be aware of world events (Çalışkan & Uzunkol, 2021). The aim and content of Social Studies courses show the change and development influenced by current events that occur at a university (Bekret, 2019). Thus, real-life current events constitute the content of Social Studies courses.

Current events are incidents that take place in society and/or affect it based on where they occur and create an agenda with their news quality (Akdağ, Oğuz, Tatar & Subaşı, 2014; Kaltsounis, 1987; Smith, 1963). Owing to their significant impact on society, developed countries require their citizens to maintain awareness and knowledge about current events in their immediate and distant surroundings.

To raise effective citizens in line with the objectives of Social Studies courses, the characteristics of effective citizens must be understood. The habit of following current events is among the characteristics of influential citizens (Parker, 2018). Students who acquire this habit become more sensitive to both their immediate and distant surroundings and develop new perspectives (Bennet, 1999; Karabacak, 2020). In this context, current events must be employed in Social Studies courses, a life-oriented course in the teaching-learning process in which students should become sensitive and informed about these issues.

Influential citizens also make inferences about potential future issues based on current developments. Thus, students must be aware of past and current developments to become highly effective citizens able to predict issues that may occur in the future (Parker, 2018). To enable themselves to predict future issues, students should follow the news from resources such as radio, television, newspapers, magazines, and general networks and comment about current events (Arın & Deveci, 2008). Within this context, students must maintain interest in current events to integrate the latest information into their existing knowledge and contribute to their Social Studies course.

Current events comprise one of the most important social sources that enable the use of learned information to solve real-life problems (Erden, n.d.). Employing current events in teaching-learning processes has some benefits, such as providing knowledge about life, becoming familiar with society, problem-solving, maintaining interest in the course, encouraging on-going learning, and providing citizenship skills (Bozkurt, 2017; Demirkaya Gedik, 2008; Kaltsounis, 1987; Morrison, 2015; Pescatore, 2008; Şimşek, 2020; Taşkın & Memişoğlu, 2019). Current events should be addressed in Social Studies courses to create democratic individuals and develop citizenship skills (Bekret, 2019), and to allow students to make sense of the issues that occur in society and the world to which they belong.

To promote student participation in the teaching-learning process, they should be encouraged to talk about their experiences and issues (Göçer, 2019), and the subject of learning should incorporate real-life experiences (Açıkgöz, 2014). In Social Studies courses, the use of active learning techniques in teaching current events enables students to establish a relationship between their own experiences and current events. This results in more effective teaching.

In the related literature, various studies reveal the important benefits of integrating current events in the teaching-learning processes of Social Studies courses. They report that it develops students' decision-making, critical thinking, problem-solving and questioning skills, increases their knowledge, their level of remembering information and academic achievements, creates a link between school and life, and embodies the topics covered in the course and sensitivity to social problems (Akdaş, 2013; Anderman & Johnston, 1994; Arın & Deveci, 2008; Batti, 2016; Bennett, 1999; Demirkaya Gedik, 2008;

Eryılmaz, 2015; Gürdoğan Bayır, 2010; Gürkan, Öztürk & Kumru, 2020; Lecompte, Blevins & Ray, 2017; Zemin, 2013).

Various studies report the opinions of teachers and students regarding the integration of current events into Social Studies courses within the scope of current event teaching (Bozkurt, 2017; Deveci, 2007; Dinç & Acun, 2017; Gedik, 2010; Gürkan et al., 2020; Haas & Laughlin, 2000; Hollstein, 2015; Memişoğlu & Güçin, 2017; Sharp, 2009). These studies analyzed Social Studies teachers' utilization of current events and the methods used to apply them. It was found that a student-centered teaching-learning process does not involve a limited number of methods and techniques such as question-answer, discussion, and narration (Bozkurt, 2017; Deveci, 2007; Demirkaya Gedik, 2008; Dinç & Acun, 2017; Gürkan, 2009; Gürkan et al., 2020; Haas & Laughlin, 2000; Hollstein, 2015; Memişoğlu & Güçin, 2017).

Haas and Laughlin (2000) state that it was necessary to conduct action research for current event teaching in Social Studies courses to allow students to express their personal beliefs and thoughts and to improve themselves. Bozkurt (2017) and Gürkan (2009) emphasize that teachers should employ student-centered methods and techniques to promote student activity while introducing current events. Akkan (2019) states that going beyond the traditional methods and techniques used in teaching current events will contribute to the effectiveness of current event teaching. Bekret (2019) states that the active participation of students in social issues can be accomplished and realized through the use of methods and techniques that encourage students to be active in current event teaching in Social Studies courses.

Using methods and techniques to attract the attention of students in current event teaching in Social Studies courses can incite student interest in both current events and Social Studies courses. Teaching current events in Social Studies courses is expected to benefit students by promoting their interest in current events, helping them to adopt the habit of following agendas, and facilitating their sensitivity to issues occurring in their immediate and distant surroundings. Current event teaching via teacher-centered practices in Social Studies courses makes it difficult for students to achieve these achievements within the scope of current event teaching. In this context, it is believed that studies based on the use of different methods and techniques in current event teaching in Social Studies courses would expand the literature on current event teaching and effectively help students gain the expected achievements. The current study aimed to strengthen the relationship between constructivist learning and application and diversify the methods and techniques employed in teaching current events by actualizing the teaching-learning process in which active learning techniques are used in current event teaching in Social Studies courses.

Objectives

The main objective of this study is to reveal the process of considering active learning techniques in current event teaching in Social Studies courses and to determine the opinions of Social Studies teachers and students about this process. For this purpose, the following questions were asked:

1. What is the process of employing active learning techniques in teaching current events in Social Studies courses?
2. What are the opinions of Social Studies teachers and students regarding the use of active learning techniques in teaching current events in Social Studies courses?

Method

In this chapter, the design of the research is presented under the headings participants, environment, role of the implementing researcher, role of the validity committee, collection of data, analysis and interpretation of the data, and conclusiveness.

Research Design

Action research design, a qualitative research approach, was employed in this research. This study aimed to increase the effectiveness of the teaching-learning process by using active learning techniques in the teaching of current events in Social Studies courses, diversifying current event teaching, and ensuring that students effectively participate and learn in courses. Within this context, the problems experienced in current event teaching in Social Studies courses were determined, and applications in which active learning techniques were used to solve these problems were developed and implemented. Thus, it aimed to increase the quality of current event teaching in Social Studies courses (Ekiz, 2020; Johnson, 2019; Uzun, 2016).

This study was conducted using the action research process designed by Mertler (2017) and is shown in Figure 1.

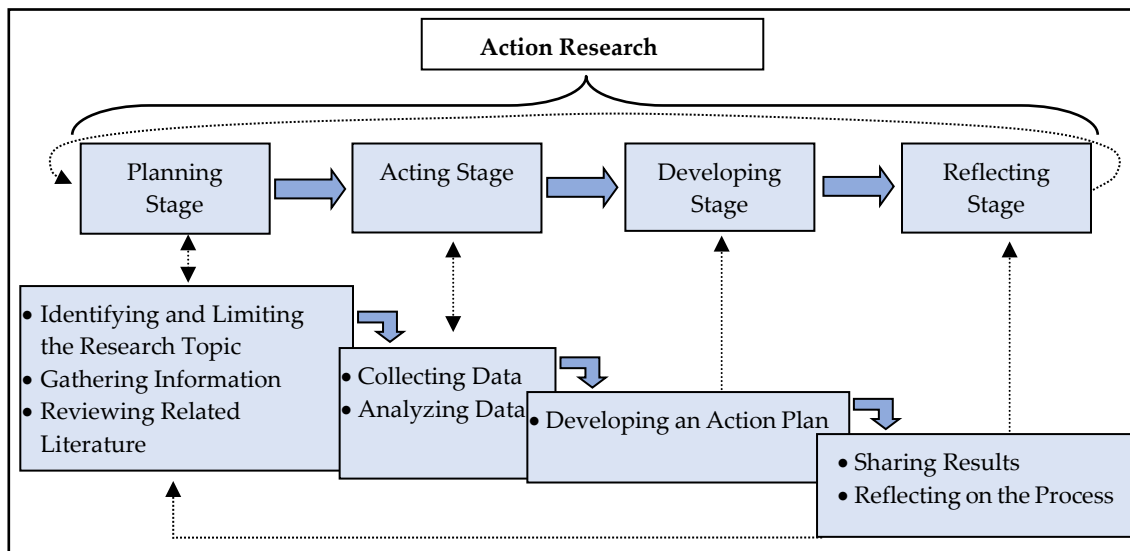


Figure 1. Action research process (Mertler, 2017)

Planning stage: This stage consists of four steps: determining and limiting the research topic, collecting information, reviewing literature, and developing a plan for research (Mertler, 2017).

Identifying and limiting the research topic: Various studies in the literature indicate that similar methods and techniques were employed for teaching current events in the teaching-learning process of Social Studies courses, and that a limited number of applied studies exist. Thus, the aim of this research was to develop current event teaching practices for teaching Social Studies. Subsequently, the phase of collecting data on how to apply current event teaching in Social Studies courses using various methods and techniques was conducted.

Gathering information: In this research, class observations during 12 class hours, interviews with a Social Studies teacher, focus group student interviews, and current events in teaching pilot applications were conducted. In addition, a meeting was held with the members of the validity committee. Two easily accessible public schools were selected for observation, interviews, and pilot applications related to the research aims. The administrators of these two medium socioeconomic level public schools and the teachers of the Social Studies courses were given detailed information about the research process. The researcher conducted interviews with three Social Studies teachers working in schools where the principal agreed to voluntarily participate in the research. Fifth grade Social Studies

teachers and the classmasters of their classes were interviewed, at which time it was discussed in which class we would collect preliminary information related to the aim of the research. At the end of the discussion, it was decided that the observation, student interviews, and pilot applications should be conducted in classes with smaller populations, as larger classes would make it difficult to get to know the students individually and negatively influence in-class communication. First, the researcher conducted an observation in the aforementioned class about the status of employing current event teaching in the Social Studies course, the methods and techniques employed in current event teaching, and the course process.

During the observation process conducted during six class hours in the 5th grade level, it was observed that the Social Studies course did not include current event teaching, teacher-centered teaching was conducted, and the students were passive receivers in the teaching-learning process. In all the lessons where observation was undertaken, the Social Studies teacher used the direct instruction method and had the students read the textbook during the course.

During an interview with the Social Studies teacher, information was collected about how the teacher generally handles the Social Studies course and how he integrates current events. At the end of this interview, it was determined that he generally taught the lesson by having the students read the textbook, after which he made some explanations on the subject. Active learning methods and techniques were never used in the course process, and no process related to active learning was utilized.

After the interview, focus group interviews were conducted in three groups with eight students in the observed class. During these interviews, it was understood that the teacher usually used the direct instruction method and made the students read the textbooks. Observations and interviews revealed that limited space for teaching current events was available in the Social Studies course. In cases where the Social Studies teacher includes teaching general issues in his class, he shares news with the students, after which they express their thoughts about it. In this context, it was revealed that a teacher-centered process was conducted in teaching current events in the Social Studies course, and the use of active learning techniques was not included.

After the interviews, a pilot application was conducted for six hours. A meeting was held with members of the validity committee to clarify the research issue. At the pre-implementation validity committee meeting, it was decided that active learning techniques would be used to teach current events in the Social Studies course. Thus, this study aimed to clarify the relationship between theory and practice in research, and to diversify current event teaching by integrating it with active learning techniques.

Following the validity committee meeting, an additional interview was held with the Social Studies teacher and focus group students of the class in which the observation and pilot application were conducted. The second interview revealed that the Social Studies teacher did not use active learning techniques in his lessons, nor in current event teaching.

Reviewing related literature: At this stage, both current event teaching and active learning literature are examined in detail. As a result of the literature review, no studies were identified in which current event teaching was conducted using active learning techniques.

Developing a research plan: At this stage, data collection tools were determined as soon as the questions to be answered for the main purpose of the research were created. Semi-structured interviews, observation forms, teacher diaries, student diaries, researcher diaries, video recordings related to the application process, student products, and validation committee records were used as data-collection tools. Experts were consulted regarding observation and interview forms in the data collection tools. A work schedule was established, including the planned studies related to this process. After approval was obtained from the scientific research and publication ethics committee in Anadolu University (decision document number 79205 dated 30.10.2019), and necessary permissions were obtained from the Directorate of National Education, the application process was initiated.

The researcher held a meeting with students' parents. The parents were given detailed information about the research and signed a research permission form.

Acting stage: In this phase, an application in which active learning techniques are used in current event teaching was developed to solve problems arising from teacher-centered processes in current event teaching.

Collecting data: Data about the research process were collected by means of the diaries of students, teachers, and researchers, the observation form, video recordings, student products, and video and sound recordings of the validity committee meetings.

Analyzing data: Data collection and analysis were simultaneously performed in the study. The data were summarized by regularly examining student, teacher, and researcher diaries for the application process. Again, the video recordings of the issues were examined every week, the relevant instances were printed out, and the analyses made at the macro level were presented to the members of the validity committee. Thus, reports on the implementation process were generated regularly.

Developing stage: Necessary steps were taken to bring solutions to the problems experienced in the application process and improve the implementation process.

Developing an action plan: In this step, a new action plan was developed based on the results of the previous action plan. In this context, in line with the 2018 Social Studies curriculum goals, 17 different active learning techniques were used in current event teaching in the Social Studies course. First, the current events of teaching methods, techniques, and active learning techniques were separated in the preparation of action plans. Current event teaching methods and techniques that can be used during the Social Studies course (Erden, n.d.; Paykoç, 1987), and active learning techniques (Açıkgöz, 2014; Saban, 2014; Silberman, 2016) were determined. Thus, active learning techniques that were not included in current event teaching methods and techniques were integrated with current event teaching.

Reflecting stage: The aim of this stage was to reveal the effectiveness of the changes made in the application process. In the Social Studies course, the process during which current event teaching was applied with active learning techniques was critically monitored by the researcher and validity committee, and the obtained results are reported.

Sharing the results: In this step, the macro-analysis of the researcher, teacher, and student diaries related to the applications developed for the use of active learning techniques in current event teaching in the Social Studies course analyses, and macro-analyses of the observations of the validity committee members, were reported. In this report, the emerging results were presented to the validity committee.

Reflecting on the process: Members of the validity committee examined the reports generated for the implementation process on a weekly basis and submitted their recommendations. Decisions made to solve the problems identified in line with the recommendations of the validity committee members were also implemented in the subsequent action plans. Thus, action plans for the use of active learning techniques in current event teaching in Social Studies courses have been continuously developed.

In the Social Studies course, it was determined that data saturation was reached when the data obtained in the application process using active learning techniques in current event teaching showed repetition. When the statements in the diaries of the students, teachers, and researchers began to overlap and the duration of the validity committee meetings began to decrease, the application process was terminated following the approval of the validity committee members.

The Participants

The field experts and Social Studies teachers who were interviewed stated that most subjects in the 5th grade in the 2018 Social Studies Curriculum were suitable for implementing current event teaching. The research was conducted in a 5th grade classroom in a public secondary school in the central district of Çukurova, Adana Province. This school was chosen because it was easily accessible

and the school principal, Social Studies teachers, parents of the students, and students voluntarily participated in the research.

The researcher interviewed the Social Studies teacher to identify the focus students in the pre-judging period, and made observations in the practice class. During the observation process, eight focus students with various characteristics, such as gender and success, were selected. To determine the success levels of the students, the results of their most recent Social Studies exam were examined. The characteristics of the students who participated in this study are presented in Table 1.

Table 1. Characteristics of the focus students

Sequence No	Student Code Name	Gender	Exam Success Level
1	Ezgi	Female	50
2	Volkan	Male	55
3	Dilara	Female	75
4	Nilay	Female	75
5	Yigit	Male	80
6	Rüya	Female	90
7	Tolga	Male	100
8	Ayşe	Female	100

The Social Studies teacher in the class where the application was conducted was 50 years old and female. She is a graduate of the History Teaching Undergraduate Program, has worked as a history teacher in various high schools for seven years, and has been working as a Social Studies teacher since 2005.

The Role of the Practicing Researcher

Action research, in which the researcher is also a practitioner, was developed. The researcher completed his undergraduate, master's, and doctoral studies in a Social Studies Teaching Program and studied the process of teaching and learning in Social Studies education, science ethics and research techniques, advanced research methods and techniques in social sciences, and the course of qualitative data analysis during his postgraduate education. The researcher participated in national and international scientific activities, where he presented his studies. The researcher, who conducted activity research in his thesis, conducted numerous interviews with the students and teachers and undertook class observations for his various studies. The practicing researcher had been teaching the course of Social Studies in private educational institutions for six years. Through the pilot application, she began teaching a Social Studies course in the classroom and played the role of an active participant observer. She collected data from the pre-application to the end of the application process.

The Role of the Validation Committee

In the research, an expert group consisting of three field experts called the "validity committee" was formed. The validity committee provided opinions about preparing the action plans during the application process of the research, improving the application process, controlling the collected data during the application process, and evaluating the application process.

Two of the members of the validity committee were professors, and one was an assistant professor. All members worked in the field of Social Studies education. Two members have studied current events in Social Studies teaching. The assistant professor member also conducted action research in his doctoral thesis. During the meeting, committee members monitored the application records and marked the achievement of the objectives included in the video checklist in accordance with their opinions.

Collecting Data

The research was conducted in the learning fields of “Human Beings, Places, and Environments,” “Science, Technology, and Society,” and “Production, Distribution, and Consumption” in the Social Studies Curriculum program. The application process was conducted for a total of 20 course hours, and the research lasted 14 weeks.

The data of the study were collected by means of the student, researcher, and teacher diaries, semi-structured interviews with the Social Studies teacher and students, observations, student products, and video and sound recordings of the validity committee.

The Semi-Structured Interview: The interviews—teacher and student—were carried out in two parts: before and after the application. Each section of the interview contained five questions, prepared before the interviews were held; opinions were obtained from four experts on the questions. In the pre-application period, a focus group interview was conducted with a Social Studies teacher and eight students. After the application process was completed, semi-structured interviews were conducted with the Social Studies teacher and students to obtain their opinions about the application process of the research.

Observation: Observation data for the application process were obtained through video recordings. Two separate cameras were used in the classroom to record the observation data.

Diaries: The researcher, teacher, and students kept a diary of the classroom activities. Data obtained from these diaries are presented in the form of direct quotations in the section on presentation of the findings.

Student products: Students produced a product during various activities, such as creating a newsbook, finding slogans, writing answers to a question, hourglasses, oral history, and self-evaluation, during the application process of the research.

Data of the validity committee: During the validity committee evaluation meetings, opinions and suggestions of the committee members regarding the activities were recorded in audio and video forms. The records were texted by the researcher, and the opinions and suggestions of the committee members were presented as supporting data in the presentation of the issue. The committee members stated that all objectives in the video checklist were achieved in all activities, except the first issue related to the implementation process.

Analysis and Interpretation of Data

A descriptive analysis approach was employed to analyze the data collected in the survey. The data analysis process of the research consisted of two stages—a macro analysis of the data collected during the application process and micro analysis of the data collected after the application process.

Macro analysis was performed simultaneously with the data collection during the application process. At the end of each event, macro-level analyses of the video recordings were performed. Within the scope of micro-analysis, video recordings of the activities of the application process, student diaries, validity committee audio, and video recordings after the completion of the application process were transferred to written form and audio recordings of the interviews with the Social Studies teacher and students were recorded at the end of the application process. To verify the transcription of the data into written form, approximately 30 percent of the data were given to an expert. Transcripts of video recordings were used as supporting data. The descriptive data analysis at the micro level, performed after the application process, consisted of four stages: establishing a framework for descriptive analysis, processing the data according to the thematic framework, identification of findings, and interpretation of findings.

Credibility

To ensure the credibility of the research, strategies such as long-term presence in the research environment, continuous and careful observation, in-depth acquisition, data diversification, video and audio recordings, reflection of expert opinions, and descriptive strategies were utilized.

The 13 action plans conducted in this research were devised, implemented, and evaluated in a cyclical system. Thus, the action plan cycle of the study was repeated 13 times during the application process.

As stated by Uzuner (2005), an expert group consisting of three members of trusted field experts was compiled, a validity committee was formed, and regular meetings were held.

Action Plans

Thirteen action plans, designed in conjunction with Turkey's in the 5th grade of the 2018 Social Studies Curriculum goals, were implemented during the research application. The development process of these 13 action plans and their associated curriculum goals are described follows:

Action Plan 1: The first action plan correlates with the goal, "questions the causes of the disasters and environmental problems in the environment they live in." In this action plan, active learning techniques such as talking about visuals and card matching were employed in current event teaching. Visuals related to current events related to major disasters and environmental problems were developed to attract the attention of students at the beginning of the course. In the card-matching technique, two sets of cards containing half the number of students in the class were prepared. In the first series, the title of the newspaper news within the scope of the current events, the visual information related to the news, half of the news text, questions, and explanations related to the news were included. In the second series, information could be matched with the cards in the first series.

Action Plan 2: The second action plan correlates with the goal, "discusses the impact of the use of technology on socialization and social relations." Within the scope of current event teaching, cartoons related to technology addiction were selected as appropriate for the level of students. The students were asked to talk about the cartoons. In addition, students viewed a commercial film on technology addiction during the course. The end of the commercial film featured a slogan about technology addiction, from which students were asked to develop their own slogan for technology addiction. The students then shared the slogans they created with their classmates.

Action Plan 3: The third action plan relates to the goal, "discusses the impact of the use of technology on socialization and social relations." In this action plan, the oral history active learning method was used in current event teaching. The students were asked to conduct an oral history study on the use of technology with someone aged 50 years or older. They presented their work to their classmates in the form of video/audio recordings or a written report. Examples of students' work were displayed on a class board.

Action Plan 4: The fourth action plan also relates to the goal, "discusses the impact of the use of technology on socialization and social relations," but involved different activities than Action Plan 3. Per the validity committee's decision, a list of current teaching methods and techniques was prepared, from which the active learning techniques to be used in current event teaching were selected. In this action plan, an oral history-active learning technique was also used. Students who could not present their oral history studies in the previous course were allowed to present their studies in this course. In addition, the active learning techniques of "What is the difference in current event teaching?" and "What is the similarity?" were used for the course. This technique used a worksheet, prepared after examining the current events regarding the effect of technology use on socialization and social relations, to determine the difference and similarity. During the course process, the worksheet was presented to the students who were then asked to indicate the similarities and differences in their study regarding past and present bairams. The students then presented their worksheets to their classmates. Examples of student worksheets were displayed on class boards.

Action Plan 5: The fifth action plan correlates with the goal, "questions the accuracy and reliability of the information received in the virtual environment." In this action plan, prediction, prioritization, and thinking-discussing-writing active learning techniques were used in current event teaching. In the prediction active learning technique, students were asked to make predictions about what changes or developments might occur in the future, based on the current event examined in the course. In the prioritizing active learning technique, the students were asked to list their purposes for using the virtual environment after the current event was examined for general network use in the course. For the technique of thinking-discussing-writing active learning, students first thought about how to share the current events examined in the course on their social media accounts, and then shared their thoughts with desk-mates and made a joint decision at the end of the discussion. The students shared what they thought, discussed, and wrote with their classmates. Students' worksheets were displayed on a bulletin board. The application processes of this action plan were found to be complicated during the validity committee meeting, during which it was decided that the next action plans should include fewer current events in teaching active learning techniques.

Action Plan 6: The sixth action plan was designed within the context of the goal, "it complies with safety rules when using the virtual environment." In accordance with the decision made at the previous validity committee meeting, a small number of current event teaching methods, techniques, and active learning techniques were used in this action plan. Thus, the specific active learning technique of inviting students to share a new issue was used in this action plan. Students told their classmates about an issue that happened to them that related to the current event examined in class.

Action Plan 7: The seventh action plan was prepared to correspond with the goal, "it complies with safety rules when using the virtual environment." In this action plan, active learning techniques, such as speaking about visuals and writing answers to questions, were used in current event teaching. The students examined the visuals of current events related to virtual media fraud during the course. The students were then asked to interpret the visuals. During the active learning technique, the students wrote answers to questions about the current events examined in the course. Attention was paid to this action plan in a simple form.

Action Plan 8: The eighth action plan correlates with the goal, "determines the common characteristics of the entrepreneurs and scientists." In this action plan, the hourglass-active learning technique was used in current event teaching. In the use of this technique, the written expression "the common characteristics of scientists" appeared in the middle of worksheets with hourglass drawings. Given these worksheets at the beginning of the program, students wrote their prior knowledge about the course subject in the top of the hourglass on their worksheets. At the end of the course process, which was conducted with current event teaching, the students wrote about the information they had just learned in the bottom of the hourglass. Examples of student worksheets were displayed on class boards.

Action Plans 9 and 10: The ninth and tenth action plans were prepared within the scope of the goal, "determining the common characteristics of these authors and scientists." Each of these action plans lasted for 40 min. Current event teaching active learning techniques were implemented during these plans by asking questions such as "Is it true or false?" Various sentences, written on small cards, with correct and false information about the topic of the course were prepared before the lesson. After the course process, executed within the scope of current event teaching, the students were presented with cards that included true and false information about both the course subject and the current events examined in the course. The students were asked to explain the written information, stating "Is it true or false?," and asked to provide their reasons.

Action Plan 11: The eleventh action plan was designed to correspond with the goal, "it acts in accordance with scientific ethics in the work it conducts." In this action plan, learning through a research-active learning technique was used in current event teaching. In the course, current news relating to scientists was examined, and students were asked to investigate the lives of scientists in

accordance with scientific research steps and scientific ethics. The students presented their classmates with the work they prepared. Examples of students' work were displayed on the class board. Following the application of this action plan, the validity committee decided that it was appropriate to use the active learning technique in the course evaluation section.

Action Plan 12: The twelfth action plan encompasses the goal, "analyzes the economic activities of the area and its surroundings." In this action plan, the active learning techniques titled "Have you heard?" and card displays were employed in current event teaching. For the active learning technique, "Have you heard?", the students were asked to describe the events analyzed in the classroom using this expression. In the active learning technique of showing cards, informational sentences were prepared before the lesson to present the subject and for the current events to be examined. In the evaluation part of the course, the cards were given to the students; the color blue meant I agree, red meant I disagree, and black meant I am undecided. The prepared informational sentences were read by the students, after which they indicated whether they agreed with the information by selecting one of the cards in their hands and holding it up for others to see. The students explained why they chose the card and shared their reasons. The members of the validity committee stressed that there were no problems in the application of this action plan and decided to differentiate the teaching of the current events in the next action plan.

Action Plan 13: The thirteenth action plan correlates with the goal, "recognizes professions that develop depending on the economic activities in and around the area where they are located." In this action plan, classification and self-assessment active learning techniques were used in current event teaching. The validity committee decided that attention was paid to the use of different current event teaching methods and techniques in the action plan. In this context, the technique of listening to live radio broadcasts was used within the scope of current event teaching. In the classification active learning technique, the class board is divided into sections, such as the service sector, agriculture, industry, animal husbandry, and trade. The students presented the news they brought to their classmates about the professions they intended to pursue in the future, and determined which economic activity was related to the profession mentioned in the news. The students then hung news in the relevant place on the class board. In the self-assessment active learning technique, questions about the subject of the course and the current events to be examined in the course had to be used in the evaluation section of the course. After worksheets were prepared and presented to the students in the evaluation section of the course, they evaluated themselves on their worksheets and then discussed their evaluations with one another. Examples of student worksheets were displayed on the class board. At the validity committee meeting, the committee members observed no problems. In accordance with the decision made by committee members, the application process was terminated with the implementation of this action plan.

Findings

The study's findings are presented under two main headings: "The Use of Active Learning Techniques in Current Event Teaching in Social Studies Courses" and "The Opinions of Students and Teachers about Active Learning in Current Event Teaching in Social Studies Courses."

The Use of Active Learning Techniques in Current Event Teaching in Social Studies Courses

During the application process of the research, 13 action plans were implemented, in which active learning techniques were used in current event teaching in Social Studies courses. In the 13 action plans that were implemented, 17 separate active learning techniques were included in current event teaching. Information regarding the activities used in the application process of the research is given in Table 2 below.

Table 2. Some information about the activities employed in the research

Item No	Activities	Application Date
1	Talking about Visuals-Card Matching	08.01.2020
2	Talking about Visuals-Finding Slogans	05.02.2020
3	Oral History	07.02.2020
4	Oral History-What's the Difference-What's the Similarity?	12.02.2020
5	Guessing-Prioritizing-Thinking-Discussing-Writing	14.02.2020
6	Invite to Share a New Issue	19.02.2020
7	Writing an Answer to the Questions	21.02.2020
8	Hourglass	26.02.2020
9	Is it True? Is it False?	28.02.2020
10	Learning through Research	04.03.2020
11	Have You Heard? – Card Showing	06.03.2020 11.03.2020
12	Classification-Self-Assessment	13.03.2020

The use of active learning techniques such as talking about visuals and showing cards in current event teaching

First, the techniques of talking about visuals and card matching in teaching current events in Social Studies courses were employed. In these activities, students were able to interpret the visuals of current events and to match cards containing information about current events. The activities were applied within the scope of "it questions the causes of disasters and environmental problems in the environment where they live." Within the scope of the activity, visuals of current events related to natural disasters were first displayed on the board with the aim of drawing students' attention to the course. The students interpreted these visuals of current events on the board and wrote the names of natural disasters under related visuals. TV news about natural disasters was observed in the course's development section. While the students examined TV news about natural disasters, they were asked questions about the news visuals. Thus, the students were able to think and talk about visuals of current events.

After examining all natural disasters analyzed by means of current event teaching during the course, the card matching active learning technique was used. The practitioner researcher's explanation regarding the application of the activity to the students is given below:

Researcher: *Now I'm going to give you one card. After I distribute the cards, you will walk around the classroom quietly. You'll talk to your friends in front of you in a low voice about your cards, and you'll match the card in your hand to a friend's card. I'm going to ask them the reason they matched their cards.*

After these explanations, the cards prepared earlier were distributed to the students. Students tried to find the match to their cards in class. The following is a segment from the conversations that took place in the course:

Tolga: *We matched our cards with Yigit.*

Researcher: *Read your cards.*

Tolga: *In Arsuz, the district of Hatay, landslides occurred due to rains, roads were damaged. Arsuz Deputy Mayor Sami Üstün told the Anadolu Agency correspondent that the road that was closed in Tatarlı Neighborhood will be opened to access shortly after.*

Researcher: *What kind of information is there on your card, Yigit?*

Yigit: *I have a landslide image on my card.*

Researcher: *What are your reasons for matching your cards?*

Tolga: *I read the news about the landslide. Yigit's card has a landslide image.*

Yigit: *Yes. For that reason.*

Researcher: *Well done to you. Your card has the text of the news, and your card has the image of this news.*

The committee's evaluation of the course process indicated that the activities were good, but problems with classroom management occurred during the course process. The members of the reality committee emphasized that the problems experienced in the management of the class should be solved in the following application process.

Analysis of the data obtained from the students' diaries revealed that the students had the following opinions; "the lesson is nice/fun," "the activities are liked," "the participation in the lesson is provided," "better learning is provided," "the news is attractive," and "visuals are analyzed." In a student diary, a student explained that the activities carried out in the lesson made the lesson go well, and his learning improved: "We learned about natural disasters in the course. We watched the news. News was about natural disasters. This made me understand the lesson better. Our teacher gave cards to everyone. We matched them and read them. It was a very good lesson (Tolga)."

Analysis of the data obtained from the Social Studies teacher's diary, revealed the following expressions: "providing participation in the lesson," "having the lesson beautiful/fun," "the activities are enjoyed," "the news is instructive," and "examination of the visuals." Some of the comments in her diary are as follows "It was a good lesson with plenty of activity visuals, news activity. They loved the familiarity with students and attended the class. They saw that they would learn something from the news."

The use of active learning techniques to talk about visuals and find slogans in current event teaching

In these activities, students were asked to interpret visuals related to current events and find slogans. The activity was applied within the scope of "it discusses the effect of the use of technology on socialization and social relationships."

During the activity process, students were asked which invention was the most important in the world. The students discussed the topic with their classmates. Later, the news of a general network called "inventions that changed the world" was presented to the students by a student and the lesson began. The students shared their thoughts about the news and added their own inventions that they considered important to the list. The worksheets were then presented to students. Thus, the active learning technique of talking about visuals was used in current event teaching in the Social Studies course.

Within the scope of finding a slogan in teaching current events in the Social Studies course, a commercial film on the use of technology was watched as an active learning technique to find slogans in current event teaching. The students shared their opinions with their friends regarding the message provided in the commercial film. Students were asked to create a slogan on the use of technology, based on the slogan at the end of the commercial film. Below are some examples of slogans that students created for using technology:

Ayşe: *Don't win the internet, win a good environment.*

Tolga: *Quit technology, look at life.*

Nilay: *Your phone is not good, let your friendship be good.*

Dilara: *Don't overuse technology, don't darken your future.*

At the end of the lesson, students presented the news they brought about the use of technology to their friends. The presented news was then evaluated by the students in the class.

The course was evaluated at a validity committee meeting. In the meeting, it was emphasized that classroom discipline was ensured in the course and that active learning techniques were integrated with current event teaching. The members of the committee stated that attention should be paid to the integration of current events with active learning techniques that are outside the current event methods and techniques in subsequent application processes. Committee members marked all items on the video checklist as yes.

Analysis of the data obtained from the students' diaries revealed students' opinions related to the activities conducted during the lesson such as "they make the lesson beautiful/fun," "they contribute to learning," "the lesson passes quickly," and "they make the lesson loved." In a student diary, he expressed her thoughts that the activities carried out in the course ensured that the time passed quickly, and learning and the lesson were fun: *"Today, our teacher explained the benefits and harms of technology on society in the lesson. We watched the news, we did activities. We learned about the impact of technology on our lives. When there is news, when you do activities, the lesson goes by very quickly. In class, I learned, I laughed and had fun at the same time (Nilay)."*

Analysis of the data obtained from the Social Studies teacher's diary revealed her opinions related to the activities: "they are remarkable," "the lesson is nice/fun," "the participation in the lesson is provided," and "it contributes learning." The Social Studies teacher wrote in her diary about the activities: *"It was a very good lesson. The students were not bored. They all attended the class. Students understood the benefits and harms of technology. The news and activities attracted the attention of the students."*

The use of an oral history active learning method in current event teaching

In the third research activity, students were provided with an oral history study on current events. The activity was implemented within the scope of "it discusses the impact of technology use on socialization and social relationships."

TV news about the differences between past and present holidays was viewed and interpreted by the students within the scope of current event teaching during the course process. Later, the students told their classmates about their oral history studies on the effect of technology on holidays, and then expressed the results they drew from the oral history studies. Analysis of the data obtained from the student diaries revealed their opinions, such as "it makes the lesson beautiful/fun," "it provides participation in the lesson," "it expresses," "it contributes to learning," and "it enables them to work." In her diary, one of the students explained her views on the effect of oral history study on her learning, attending the lesson, and the good conduct of the lesson in the following words:

"Today in class, we learned about the impact of technology on our lives starting from exchanging bairam greetings. I presented my study. My teacher liked it very much. I was very happy. In the news, we read the thoughts of the analysts and writers about the effect of technology on exchanging bairam greetings. I think the lesson was nice and fun (Rüya)."

Analysis of the data obtained from the Social Studies teacher's diary revealed some of her opinions: "the lesson is nice/fun," "it provides participation in the lesson," "it allows expressing the thoughts," and "it enables working." Some of the Social Studies teacher's comments on the activity in her diary are as follows:

"The course teacher focused on the oral history studies that he gave to the students as homework. The students presented their work to their friends. Ahmet Hoca made the students read the news he brought. It was a news story that started the discussion of 'Is it OK to celebrate a feast with short text messaging?' The students expressed and wrote their thoughts. The participation in the lesson was good. It was a good lesson where students could express their thoughts."

The use of the active learning techniques of oral history such as What is the difference? and What is the Similarity? in teaching current events

Within the scope of the fourth activity of the research, the students were asked to conduct an oral history study about the current events related to the use of oral history active learning methods in current event teaching during the Social Studies lesson. Active learning was implemented with the question, what is the difference? Similarity in current event teaching was aimed at revealing the similarities and differences between the bairams of today and those of the past after the current events were analyzed in the lesson. The activity was conducted within the scope of "it discusses the impact of technology use on socialization and social relationships."

The lesson began after watching TV news about the effect of technology on celebrating bairams from the past to the present. After sharing their thoughts about the news with their classmates, they presented their oral history studies. Students expressed their conclusions based on the presented oral history studies.

The researcher distributed worksheets to the students with tables listing What is the similarity? and What is difference?, and the process continued. Based on the news and oral history studies examined in the course, the students revealed in the worksheets the differences and similarities between the old and present bairams and the impact of technology on them. The students presented their worksheets with their friends. Examples of students' worksheets were displayed on the classroom board.

Analysis of the data obtained from the students' diaries revealed students' opinions about the activities conducted in the lesson, such as "it provides learning new information," "it provides the participation in the lesson," "it makes the lesson beautiful/fun," "it makes the course popular," "it allows expressing their thoughts," "it provides learning," and "it allows evaluating the news." In his diary, a student stated that the activities conducted during the lesson enabled the evaluation of the news and the learning of new information stating that: *"In this course, we read our homework. We watched news from the smart board. We evaluated them. Our teacher distributed photocopies to us. We did it. We asked permission to speak. We said what we thought. The lesson is better when this is the case. We learn better (Volkan)."*

Analysis of the data obtained from the Social Studies teacher's diary revealed her following opinions: "it provides participation in the lesson," "it makes the lesson understandable," and "it provides the students' willingness to participate in the lesson." Some of the Social Studies teacher's comments on the activity in her diary are as follows.

"Ahmet Hoca gave the students an oral history assignment about the differences and similarities between the old bairam and today's bairam. At the beginning of the class, he made us watch a news interview on this subject for the first time. Then he made the students listen to their homework and make them read. He then handed out a worksheet on this subject. It was a very good lesson. It was a good lesson in terms of understanding the impact of technology on our social relationships. The students were eager to present their work."

The use of guessing, importance-seeking, thinking-discussing-writing active learning techniques in current event teaching

In the fifth activity, in the application process, the techniques of guessing, prioritizing, and think-discuss-write were employed in current event teaching in the Social Studies course. The activity was executed within the scope of "it questions the accuracy and reliability of the information obtained in the virtual environment." In the use of the predicting active learning technique in current event teaching, students are able to make predictions about the changes that may occur in ways of accessing information in the future based on the current events examined in the lesson. Dilara's prediction is as follows:

"By putting a chip in our clothes, we can answer the question. Or the rings and necklaces will be electronic, they can answer our questions."

In the use of the active learning technique of prioritizing in current event teaching, students were requested to rank their use of social media according to their importance lists based on the current events examined in the course. The following is the ranking of a student named Ayşe:

"1. Watching movies and series, 2. Doing research about homework, 3. Playing games, 4. Watch videos"

In the use of the active learning technique of think-discuss-write in current event teaching, a worksheet was presented to students on current events. The students thought about how to share the current events they examined on their worksheets on their social media accounts and then shared their thoughts with their peers. Finally, students expressed their opinions on their worksheets.

The validity committee stated that they found this course process to be complicated because of the use of too much news and activity. The committee members emphasized that the number of news articles and activities should be reduced in future applications, so that the course is clearer and more effective. Committee members marked all the items in the video checklist for the course process as yes.

Analysis of the data obtained from the students' diaries revealed students' opinions about the activities in the lesson: "it makes the lesson beautiful/fun," "it is surprising," "it expresses its thoughts," "it provides better learning," "the news is instructive," "the lessons are efficient," and "the visuals have been examined." The following presents a student's comments in her diary about how the activities carried out in the lesson were surprising and instructive:

"In today's lesson, we learned that not all the information we have reached in the virtual environment is correct. Ahmet Hoca gave us an activity paper. We examined the visuals there. We commented. Then we watched the news on the smart board. The visuals we thought were real in the news were actually lies. I was very surprised to learn this. The inaccuracy of the information in the virtual environment scared me. But the lesson is going well. We watch the news. Sometimes we read the news. Thus, we learn better (Dilara)."

By analyzing the data obtained from the diary of the Social Studies teacher, it was understood that she had the following opinions about the activities conducted in the lesson: "it provides participation in the lesson," "the course is efficient," "the news is examined carefully," and "it allows the expression of thoughts." She stated, *"The students' participation in the lesson was good. The lesson was very nice and productive. The students carefully examined the news. They said what they thought. They presented their work."*

The use of the active learning technique of inviting to share a new issue in current event teaching

As the sixth activity of the process of the application in research using the technique of inviting to share a new issue in the Social Studies course, the students were asked to narrate an event to their friends that they experienced that was related to the current events analyzed in the lesson. The activity was executed within the scope of "it follows the security rules while using the virtual environment."

By analyzing the data obtained from the students' diaries, it was found that the students had the opinions: "it provides better learning," "new information is learned," "it enables the expression of thoughts," "it recognizes real life," and "it associates it with real life." In one of the diaries, a student said that the activities carried out in the lesson enabled him to learn real life: *"In our experience, we learned accurate and reliable information in the virtual environment. We watched the news. When I saw from the news the inaccuracy of the information in the virtual environment and the dangers of the virtual environment, I realized that I had to be more careful (Volkan)."*

Analysis of the data obtained from the diary of the Social Studies teacher revealed that she had opinions about the activities in the lesson, such as: "it provides participation in the lesson," "it is good / fun of the lesson," "the lesson is efficient," "it allows expression of thoughts," and "it increases self-confidence." Some of the Social Studies teacher's comments on the issue are as follows: *"The students participated in the lesson. It was a nice and productive lesson. All the students wanted to participate in the lesson. They all wanted to talk about their experiences in relation to the incident in the news. Their confidence increased."*

The use of active learning techniques to talk about visuals and write answers to questions in current event teaching

In the seventh activity of the application process, the students were asked to talk about visuals related to current events using the active learning technique of talking about the visuals. As for the use of the technique of writing an answer to a question in teaching current events, the students wrote their responses to the questions asked by the researcher related to the current events they analyzed during the lesson. The activity was executed within the scope of "he obeys the security rules while using a virtual environment."

By analyzing the data obtained from the students' diaries, it was found that the students had the following opinions about the activities conducted in the lesson: "it is instructive," "there is interest for the news," "it creates empathy," "it prepares for life," "comprehending the importance of the lesson," "it allows to analyze the visuals," and "it has juridical value." In her diary, a student explained that the activities applied in the lesson gave him the value of justice and empathy skills.

"In today's lesson, we learned about virtual media scams. We watched news from the smart board about virtual media scams. A lot of people were victimized in the news. I was very sorry for their situation. I wish people with bad intentions couldn't use the Internet. The money that people have saved for years is slipping out of their hands. Some people are also after identity theft. I want these people to be punished (Dilara)."

Upon analyzing the data obtained from the diary of the Social Studies teacher, it was found that she had the following opinions related to the activities conducted in the lesson: "the lesson is nice/fun," "it provides participation in the lesson," "the news is instructive," "the visuals are examined." A section of the Social Studies teacher's comments on the activity in her diary is given below:

"Today, the topic of security in the virtual environment continued. Ahmet Hoca showed various pictures to the children from the smart board. He asked the students about the intention of the visuals and asked the students to find a title for the pictures. He made them watch the news about the situation of distance shopping in our country and in the world. Then he asked the children, "Would you rather shop online or in the store?" He told them to write on their notebook, and he made the students read what they wrote. He gave information about general network usage. He made them watch a news story and asked them to find elements in the news that were contrary to the use of the general network. It was a good lesson. They saw that they would learn a lot from the news."

The use of the hourglass active learning technique in current event teaching

In the eighth activity within the scope of the research, worksheets with hourglasses drawn on them were distributed to the students in the introduction section of the lesson. Students wrote their prior knowledge about the learning topic of the lesson in the upper portion of the hourglass, and the lesson process was conducted with current event teaching. At the end of the teaching-learning process, the students wrote the information they learned in the bottom portion of the hourglass on the worksheets. The activity was executed within the scope of "it determines the common characteristics of inventors and scientists."

Analysis of the data obtained from the students' diaries revealed the students' following opinions about the activities conducted in the lesson: "the news is instructive," "it provides better learning," "new information is learned," and "it provides a lesson that is loved." In a student diary, he explained that the activities provided better learning and learning of new information:

"We learned the common characteristics of the scientists in this lesson. What I have learned is that they are curious, patient, impartial, hardworking, not giving up. Then, we read the news in class, which we found interesting. At the end of the lesson, our teacher hung the news on the board. Our lesson is going very well. When there is a lesson with the news, it is as if I learn better. Ahmet Hoca makes us do activities. It's very enjoyable (Dilara)."

At the end of analyzing the data obtained from the Social Studies teacher's diary, it was found that she had the following opinions related to the activities conducted in the lesson: "it allows expressing his/her thoughts," "the lesson is nice/fun," and "it provides participation in the lesson." The Social Studies teacher's thoughts on the activity in her diary are as follows.

"He asked the students to complete the worksheets he delivered at the beginning of the lesson. He had students read his work. He posted the most acclaimed works on the class's board. Finally, he read some of the interesting news that the students brought and hung them on the board. It was a beautiful, enjoyable, well-participated lesson."

The use of the Is it correct? Is it wrong? active learning technique in teaching current events

Related to the ninth and tenth activities of the research process, cards with information about current events were prepared and distributed to the students. After the students read the information written on the cards in their hands, they expressed whether the information written on their cards was true or false? The activity was executed within the scope of "it determines the common characteristics of inventors and scientists" and "he acts in accordance with scientific ethics in his studies." Some conversations related to the use of Is this true? Or is it false? active learning techniques in current event teaching are as follows.

Tolga: *People who read our study can reach the sources we benefit from by looking at the bibliography. That's right.*

Rüya: *Digital programs are used to determine information theft. That's right, because the news was about this issue.*

From the students' diaries, it was found that they had the following opinions about the activities conducted in the lesson: "they ensure success," "provide participation in the course," "provide learning," and "provide learning new information." In his diary, one student stated that the activities carried out in the course were successful and enabled him to participate in the lesson:

"We read the news in this lesson. We learned the things we need to pay attention to while doing research. Our teacher gave us all cards, and we read the information in the backgrounds. Then we found responses to the questions of Is it correct or wrong? I think I'm more successful in this lesson now. I participated in the lesson more often. I answer correctly (Volkan)."

After analyzing the data obtained from the Social Studies teacher's diary, it was found that she had the following opinions related to the activities conducted in the lesson: "it expresses his/her thoughts," "the lesson is beautiful/fun," "the lesson is productive," and "the lessons are productive." A part of the Social Studies teacher's opinions in her diary related to the activity is as follows: *"The students were asked to research the life of a scientist by following the scientific research steps the following week. It was a good lesson. It was fruitful for the students. They participated in the lesson. Again, they learned lesson information from the news."*

The use of the active learning technique of learning through research in current event teaching

After the lesson related to the ethics of scientific research and the stages of scientific research, the eleventh activity of the research process was given to the students as research homework. Within this context, students were instructed to investigate the life of a scientist in accordance with scientific research steps in the active learning technique of learning through research. This was conducted within the scope of "He acts in accordance with scientific ethics in its studies."

During the course process, students shared the news they found interesting with their friends. A general network article written by high school students was then presented to the students in the class. The news was evaluated by the students. They were then allowed to present their research on the life of a scientist to their friends, which they prepared in accordance with scientific research steps. The research presented by the students to their classmates regarding the scientific research steps and scientific ethics was then collaboratively evaluated by the teachers and students. Those most liked from the students' research were displayed on the class board.

According to the evaluation conducted at the validity committee meeting, active learning techniques should be used in the evaluation section of the course. This situation has received attention in subsequent implementation processes. Committee members marked yes for all goals in the video checklist for the course process.

As a result of the analysis of the data obtained from the students' diaries, it was found that the students had the following opinions about the activities conducted in the lesson: "it provides participation in the lesson," "it makes me happy," "it provides learning," "it enables the lesson to be loved," and "it provides research skills." A student wrote in her diary that the activities carried out in the course ensured research skills and the love of the course: *"In this course, we learned about scientists. Our professor gave us homework to research a scientist. I researched Hulusi Behçet. In class, I explained how I did this research, and I read my research. Ahmet Hoca said that he liked my research very much. I like Social Studies more now (Ayşe)."*

After analyzing the data obtained from the diary of the Social Studies teacher, it revealed her following opinions related to the activities conducted in the lesson: "it provides retaining of the learned things in the mind," "it provides research skills," "it reinforces the subject," and "it provides self-confidence." Some of the Social Studies teachers' views in her diary are as follows.

"The research paper given to the students was good for keeping what was learned in mind and getting into the habit of doing research. Thus, the students reinforced the subject they had learned. They gained self-confidence by reading their homework in class. It was a good and productive lesson."

The use of the active learning techniques Have you heard of it? and the display of cards in current event teaching

The twelfth activity of the implementation process was executed within the scope of "he/she analyzes the economic activities of the place where he/she lives and his surroundings." In the active learning technique "Have you heard?", the students were asked to talk about the current events studied in the lesson starting with the expression "Have you heard?" The following is a section from the conversations during the lesson after watching TV news within the scope of the activity Have you heard?:

Tolga: *Have you heard? Cotton production in Şanlıurfa contributed to the country's economy.*

Dilara: *Have you heard? With the Southeastern Anatolia Project, cotton production increased in Şanlıurfa and contributed to the country's economy.*

In the active learning technique of showing cards, the students were given cards in which the color red means I disagree, green means I agree, and black means I am undecided. Sentences containing information about the current events examined were read by the students in the class. They indicated their participation in sentences read by lifting their chosen cards in the air.

The evaluation at the validity committee meeting indicated no problems in the course process, and the participation of the students in the course was at a very good level. The members of the validation committee suggested that current event methods and techniques should be differentiated in the next implementation process. The members of the validity committee stated that all objectives mentioned in the video checklist for the course process were achieved.

As a result of analyzing the data obtained from the students' diaries, it was found that the students had the following opinions related to the activities conducted in the lesson: "the news is interesting," "the news is relevant to the issue," "the time passes quickly," "the news is learned," "it provides better learning," and "it makes the lesson more loved." In her diary, a student emphasized that the activities carried out in the lesson made time pass quickly, facilitated better learning, and made students learn the news:

"In this lesson we watched the news, we explained the news starting with the expression of Have you heard the news? It was beautiful. Then our teacher gave us cards. He read information about what we learned in class. We raised the green card if this information was correct, and the red card if it was wrong. If we didn't know, our teacher asked us to raise the black card. The course of Social Studies is so good like this. Time passes immediately. I am very happy. That's how I learn much better. We also learn the news (Nilay)."

According to the data obtained from the diary of the Social Studies teacher, it may be observed that she had following opinions about the activities conducted in the lesson: "it provides participation in the lesson," "the lesson is nice/fun," and "the lesson is productive." The following conveys part of the Social Studies teacher's comments on the activity in her diary: *"It was a very enjoyable and productive lesson. Students participated in the lesson. They were very happy. The students presented the interesting news they brought. After the issue was taught, the activity of "Is it correct or false?" was conducted. Some cards in three different colors were distributed to the students. Green: True, Red: False, Black: Disagree. The students participated in the activities with pleasure. They learned all the details of the news."*

The use of classification and self-assessment active learning techniques in current event teaching

As the last activity of the research application process, classification and self-assessment active learning techniques were employed in current event teaching in the Social Studies course. The activities were conducted within the scope of "he recognizes the professions that develop depending on the economic activities in and around where they live." The activity plan used in the course is presented in Table 3.

Table 3. The Action Plan for The Use of Classification and Self-Assessment Active Learning Techniques in Current Event Teaching

Date	13.03.2020
Course Name	Social Studies.
Class	5.
Duration	80 Minutes.
Learning Space	Production, Distribution, and Consumption.
Goals	Recognize professions that develop depending on the economic activities in and around where they live.
The Approach of Current Event Teaching	Using current events as a complement or reinforcement of social information.
Materials	Daily newspaper, radio, worksheet.
Employed Current Event Methods and Techniques	Review news, present news, use of the bulletin board, listen to live radio broadcasting, the use of daily newspapers, discuss news issues.
Employed Active Learning Methods and Techniques	Classification – Self-Assessment.

I. INTRODUCTION

Drawing Attention	Radio and daily newspapers are brought to class. The students are asked the following questions and their attention is drawn: "What economic activities are taking place where we live?"
Motivation	In this course, students said, "we will examine the professions that develop depending on the economic activities around where you live."
Review	the students said, "You will recognize the professions that develop depending on the economic activities in and around the place where we live."
Transition to the Course	The class listens to news from a live radio broadcast. The students evaluate the news. The students are asked to present the news they find interesting to their classmates. Students are asked which profession they would like to choose in the future. Based on the answers received, the course begins.

II. DEVELOPMENT

- Professions that develop depending on economic activities are discussed.
- News about teaching professions is presented to the class by the teacher from the daily newspaper news.
- The news is evaluated. It is revealed which economic activity the news develops.
- Students are asked to pull out the news they bring up about the professions they intend to choose in the future.
- The class board is classified into groups such as agriculture, animal husbandry, forestry, industry, trade, tourism, and mining.
- Students present the news they have brought to their classmates.
- News is evaluated.
- Students are asked which class the professions in the news they present developed from the economic activities on the board.
- Students are given time to think.
- Students classify the news.

Table 3. Continued**III. CONCLUSION**

- The topics covered in the course are summarized.
- The news that the students classified are posted in the relevant places on the bulletin board.

IV. EVALUATION

- Worksheets prepared for self-assessment are distributed to the students.
- Students evaluate themselves on the worksheet.
- Students present their own assessments to their classmates.
- Students present the news they add to their newsbooks for current events to their friends.

In the use of the classification active learning technique in current event teaching in the Social Studies course, the class board was divided into classes according to economic activities. The students presented their classmates with news about the professions they intended to pursue in the future. Students evaluated the presented news and classified the news they presented on the class board according to the economic activities based on the profession mentioned in the news. The news classified by the students was displayed by displaying it in the relevant section on the class board.

In the Social Studies course, the worksheets related to the use of the self-assessment active learning technique in teaching current events were presented to the students. Students were then allowed to evaluate themselves on the worksheets.

Members of the validity committee did not observe any problems related to the course process at the meeting. They stated that all objectives included in the video checklist for the course process were achieved. It was deemed appropriate to end the research received by committee members with this activity.

According to the data obtained from the students' diaries, it was found that the students had the following opinions related to the activities conducted in the lesson: "they express their thoughts," "they are instructive," "they provide the permanence of the information," "make sure that the lesson is beautiful/fun," "they make comments," "they are surprising," "the lesson is productive," and "the news is learned." A student stated in her diary that the activities carried out in the lesson ensured that the lesson was good and instructive, and that the news was learned:

"The homework was a very nice assignment. We would bring news about the profession that we want to be when we grow up. I brought news about teaching mathematics because I wanted to be a math teacher when I grew up. I learned that teaching has entered the service sector. Most of my friends had chosen professions that went into the service sector. I enjoyed this lesson more than ever. Ahmet Hoca brought many newspapers and distributed them to the class. We presented the news that interested us to the class. We learned about the current news (Nilay)."

According to the data obtained from the Social Studies teacher's diary, she had the following opinions about the activities conducted in the lesson: "they interpret the news," "they provide participation in the lesson," "the lesson is good/fun," and "the lesson is productive." The following is the Social Studies teacher's opinion about the activity from her diary:

"Ahmet Hoca prepared the students for the lesson by asking them what the economic activities around us were. He had them listen to the news that was broadcasted live on the radio. The students commented on the news. The students read the news they brought about the profession they wanted to do. Ahmet Hoca asked the students which economic activity the professions in this news they brought belonged to. At the end of the lesson, evaluation work was done. Students participated in the lesson. It was a fruitful and good lesson."

The Opinions of the Students and Teacher on the Use of Active Learning Techniques in Current Event Teaching in the Social Studies Course

Data obtained from the interviews conducted with the participants after the completion of the process of application was presented under the headings: "the effects of active learning techniques in teaching current events in Social Studies courses on Social Studies courses," "The acquisitions of the participants from the use of active learning techniques in current event teaching in Social Studies courses," "The problems encountered in applying active learning techniques in current event teaching in Social Studies courses," and "Suggestions on the use of active learning techniques in current event teaching in Social Studies courses."

The effects of using active learning techniques in current events teaching in Social Studies courses on Social Studies courses

Analysis of the data obtained from the opinions of the participants, following findings related to the effects of employing active learning techniques in current events teaching in Social Studies courses on the course of Social Studies are as follows.

Student opinions

Within the scope of the research, it was found that the use of active learning techniques in current event teaching in a Social Studies course resulted in the expressions, "the lesson is beautiful/fun," "the lesson is loved," "there is a desire to participate in the lesson," and "there is a desire to study."

The research revealed that the use of active learning techniques in current event teaching in a Social Studies course made the lesson very fun. One student compared the learning-teaching process in the Social Studies course prior to the research to that used during the study as follows: "Previously, we were studying the course of Social Studies more plainly. It was normal like that. After your arrival, the Social Studies class was fun with the activities we did. When there are such activities, the course of Social Studies is beautiful (Ezgi)."

In this research, it was found that the use of active learning techniques in current event teaching in a Social Studies course resulted in students liking the Social Studies course. One student expressed her thoughts as follows: "I didn't think I would love Social Studies so much. I didn't like the course so much because we hadn't done such activities in Social Studies lessons before. Now I like Social Studies more (Rüya)."

According to the research findings, the use of active learning techniques in current event teaching in a Social Studies course provided students with the "desire to participate in the course." A student expressed his opinion related to this issue as follows: "When the lesson was taught this way, a feeling came to me. I felt the need to participate in the lesson more. I didn't participate in Social Studies class this much before. Such activities were not held in the classroom anyway. There was no reason to participate in the lesson so much (Yigit)."

According to the research findings, the use of active learning techniques in current events teaching in Social Studies courses provides students with the "desire to study the lesson." One student stated her opinions within the scope of this issue as follows: "When I do these activities, I enjoy the lesson more. I participate in the lesson more. These activities led me to study more. I want to study this lesson more like this (Ayşe)."

Teacher opinions

One Social Studies teacher expressed her opinion about the effect of using of active learning techniques in current event teaching in a Social Studies course on Social Studies courses as follows: "the lesson is associated with life," "the importance of the course is understood," "the desire to participate in the lesson," "the love for the lesson," and "the lesson is beautiful/fun." The Social Studies teacher expressed her thoughts that the activities carried out in the lesson reinforced the association of the lesson with life by saying, "I think positive things. Students saw that Social Studies was a course intertwined with life."

According to the findings obtained from the interview with a teacher, the use of active learning techniques in current event teaching in Social Studies courses provides an understanding of the importance of the course. The Social Studies teacher's opinion was as follows: *"It has become clear why this lesson is important. Why do we study this lesson? Why is this course important to us? The children understood that once again."*

Within the scope of the research, it was found that the use of active learning techniques in current event teaching in a Social Studies course created a desire to participate in the course. In this context, the opinion of the Social Studies teacher was as follows: *"The students learned by seeing first-hand that people experienced these issues in the news and that these issues were not far from us. The students participated in the lesson more in this way. They gave more examples of their own lives with these activities."*

Again, according to the findings obtained in this study, the use of active learning techniques in current event teaching in Social Studies courses is effective for instilling a love for the lessons. The Social Studies teacher expressed her opinion on this finding by saying, *"The students learned to be more fond of the Social Studies course. The students loved the course of Social Studies. They always wanted to speak in class, they always wanted to express their thoughts. It's a beautiful thing."*

Within the scope of the findings obtained, it can be stated that the use of active learning techniques in current event teaching in Social Studies courses ensures that the course is beautiful/fun. In this context, the Social Studies teacher said, *"In this way, the Social Studies lesson was very fun. The children attended the class without getting bored. It was a good lesson."*

The acquisitions of the use of active learning techniques in current event teaching in a Social Studies course

Within the scope of this research, the findings obtained regarding the benefits of using active learning techniques in current event teaching in Social Studies courses are presented below.

Student opinions

Analysis of the data obtained from the interviews with the students revealed the following student comments regarding the active learning techniques employed during the study: *"providing effective teaching," "being conscious," "providing information, skills and values," "following the current events," "being a developer," and "popularizing the lesson."*

Providing Effective Teaching

The students who participated in the research expressed the following opinions regarding the activities conducted during the lesson: *"it makes learning fun," "it facilitates learning," "it reinforces subjects," "it provides focus," and "it facilitates permanent learning."* Another student expressed the following opinion:

"We used to study Social Studies lessons from the book. Our teacher would make us underline what was written in the book. Sometimes he would open the smart board. We did a lot of activities when you came. We looked at the news. We started having fun. A positivity came to the class. It was both fun and instructive. We were having fun like a kindergarten kid (Ayşe)."

The students stated that the use of active learning techniques in current event teaching in the Social Studies course facilitated learning. One student stated that the activities facilitated learning, saying, *"I think these activities were good. We learned more and better. Our class was fun. After that, the lesson became more productive. Such activities allowed me to reinforce the topics and understand them well (Dilara)."*

According to the findings obtained, the subjects were reinforced. The statements of a student in this context are as follows.

"The issues were nice. We reinforce the lesson with activities. Having activities makes the lesson funnier. We learn better. For example, you distributed red, black and green cards, and that reinforced what we had learned. We answered the questions in a funny way. We give an example; we reinforce the lesson. The news is already like an example of the topics in the lesson (Tolga)."

Some students within the scope of the research expressed their thoughts that techniques employed in their class provided focus. A student commented as follows: *"Having such activities allowed me to learn the lesson better. The news, the activities made me focus more on the lesson. It started to enter my mind more quickly (Tolga)."*

In line with the findings obtained from the research, it was observed that permanent learning was also facilitated. One student's opinion on the subject was as follows: *"We do not forget with the activities we conduct in class. Memorable things happen. The activity of "Have you heard?" was very nice, for example. All other activities were also nice. We want to participate in the lesson, we want to learn. We do not forget what we have learned (Yigit)."*

Awareness

The students participating in the research believed that using active learning techniques provided awareness. One student expressed her opinion related to this issue: *"The assignment of gathering news contributed to me. I became more conscious. For example, the news of the coronavirus was continuous. I learned from the news how to take precautions against the coronavirus (Dilara)."*

Knowledge, Skills and Value Acquisition

According to the findings obtained from the research, it can be said that the use of active learning techniques in current event teaching in Social Studies courses provides the acquisition of knowledge, skills, and value. The following is an example of student opinions within this scope.

"I got more information from them because I looked at the news about my country. What is being talked about in my country? What are the happenings? There are also issues that concern all countries. I learned these things too. We need to take precautions against the coronavirus, for example (Ayşe)."

According to the findings obtained from the research, students were instilled with the skills of the correct and effective use of Turkish, research, and media literacy. One student said, *"These activities allow us to improve ourselves more. We participate in the lesson. We express our thoughts. For example, my speech was not very good and it started to get better with the activities we did in this Social Studies class. I participated in the lesson much more (Ayşe)."*

A student's view of the finding that active learning activities provide research ability acquisition is as follows.

"I learned to do research. We have already seen in class what we should pay attention to while doing research. I made a list like this before I started doing a survey. I did my research step by step by looking at that list. I actually learned how to do research while doing research. It was very good that you gave homework like this (Rüya)."

According to the findings obtained within the scope of the research, students gained the ability to be media-literate. Students' opinions on this issue are as follows:

"I realized that not all the news was true. Someone is making changes on the photos in their own way. They are doing Photoshop. People think these things are real. It even appears in the news. We are all deceived. We need to question that information from other sources as well. We are not supposed to believe every news we see and hear (Nilay)."

In this study, it was found that students acquired the values of justice and sensitivity. One student expressed his views as follows:

"When we saw the news about fraud, I felt very sorry for the people who lost their money. I think these people should be punished. We will be careful but what if it comes to our distraction. Then we can experience the same things. That's what I thought about when I saw it on the news (Dilara)."

The following is the opinion of a student in relation to acquiring sensitivity values:

"I was very influenced by the news of the fire in Australia. There was no place left that didn't burn. I was sad to see that. I felt sad that people, animals and trees were adversely affected by this situation. We had found the news of earthquake. When I read the aforementioned news, I felt sad. People had a hard time (Volkan)."

Becoming a Developer

In this study, findings were obtained to improve the use of active learning techniques in current events teaching in Social Studies courses. One student explained his views on this subject as follows:

"I think I've learned a lot. We have analyzed the news in detail. So, we brought the news. I liked the news very much. I was very happy to have information about the news. It was a lot of fun for us. My imagination developed. I learned about daily life (Volkan)."

Another student explained that the activities carried out in the course improved her self-confidence:

"I'm participating in the lesson more. When we conducted the activities, all my friends raised their fingers to get their say. Such a person gets used to it as he participates in the lesson. Every lesson you want to participate. My self-confidence increased. I raised my finger up and started to say my thoughts (Ayşe)."

Keeping Up with Current Events

According to the findings obtained from this research, it can be stated that the use of active learning techniques in current event teaching in Social Studies courses enables students to follow current events. One student said, *"I have started to benefit from newspapers now. Sometimes, I take the newspaper from my grandfather and look at what's in it. I follow the news. I didn't use to buy and read newspaper articles. Now I'm reading the newspaper. Then I solve the puzzle. It's enjoyable (Nilay)."*

Teacher opinions

According to the findings obtained from the interview with a Social Studies teacher, the techniques employed during the study provided the following acquisitions: "achievement of awareness," "acquisition of knowledge, skill, and value," and "achievement of self-confidence."

Achievement of Awareness

The Social Studies teacher explained her views that the activities carried out in the course provided students with awareness of current events in the following words:

"They learned about current events. What is happening in Turkey and in the world? Where are we in these events? Why do these issues concern us? You made them aware of the current events. When you dealt with the subject of natural disasters, those news reports, the activities you did made students see that we were intertwined with natural disasters. It created more awareness."

According to the research findings, a teacher expressed the following opinion:

"They became more aware of everything. It became clear why this lesson was important. Why are we seeing this lesson, why is this lesson important to us? Current events that directly affect our lives once they understand this. They saw how prominent the information they learned from current events was."

According to a Social Studies teacher who participated in the research, students' awareness of real life was enhanced:

"They saw and learned that people experience those issues, such issues aren't far from us. When they examined the news, they saw that there was a life outside. They faced reality. The news of virtual fraud was very nice in this sense. They saw that cyber fraud wasn't just a topic, a topic in the course of Social Studies. Yes, there is this topic in Social Studies class, but there are examples of this in real life. How have people fallen into difficult situations in the news? There is this lesson so that you do not fall into this situation. They've seen it."

Achievement of Knowledge, Skills, and Values

According to the findings, it was determined that students gained the acquisitions of knowledge, skills, and value. The Social Studies teacher said, *"The children learned something from all the news. They saw that there was different information in the news about both the course of Social Studies and life itself. I really liked the use of news in the course."*

A Social Studies teacher also shared that students learned research skills, expressing her opinion as follows: *"First of all, the students learned in the lesson how to conduct research. Then they applied what they learned by doing research. They learned how to do research by doing. Namely, all of them are so good."*

Another finding of this research was that students learned empathy skills. One Social Studies teacher expressed the following:

"There were those who were upset about the situation of the people in the news. They empathized in that moment. When you asked them what those people might have felt, the children empathized. This was also the case when reviewing news about natural disasters. The course of Social Studies was actually taught as it should."

Current affairs teaching, which uses active learning techniques in Social Studies courses, also instills students with the values of diligence and responsibility. The Social Studies teacher said, *"Students come to class ready. They bring news. They do the homework you give and bring it in. They're doing a study. Their work is also very important."*

A Social Studies teacher also expressed, *"The students find newspaper news. They stick it in their notebooks. They bring it and tell it to their friends. Their responsibilities are improving because of their homework. For example, they created a newsbook."* Thus, it is clear that the use of active learning techniques in current event teaching in Social Studies courses instills the value of responsibility in students.

According to the Social Studies teacher, the activities gave students the ability to use Turkish correctly, beautifully, and effectively. The Social Studies teacher said, *"As they participated in the lesson, they started to say such thoughts more easily. Sometimes children start from the middle to the end of what they have to say. Now, as the students participated in the lesson and expressed their thoughts, they started to express themselves more beautifully."*

The study's findings also determined that students acquired thinking skills. The Social Studies teacher stated, *"They interpreted and evaluated the news. They began to analyze the news gradually. These are beautiful."*

The Acquisition of Self-Confidence

The study's findings determined that students gained self-confidence. The Social Studies teacher expressed her opinion on this finding by saying, *"The students read the news they brought. They shared it with their friends. They've gained confidence."*

Difficulties in using active learning techniques in current events teaching in Social Studies courses

As a result of the research, it was determined that various difficulties emerged in the process of using active learning techniques in current event teaching in Social Studies courses. The following are the findings regarding the challenges experienced.

Students' Opinions

Within the scope of the research, the students experienced difficulties in using active learning techniques in current event teaching in Social Studies courses such as "difficulty in buying a newspaper," "difficulty in finding news from the newspaper," and "difficulty in choosing news." One student said he had difficulty buying newspapers: *"There was no market near our house. There were one or two grocery stores. Newspapers were not sold in these grocery stores either. So, I had a hard time finding newspapers. Besides, I didn't experience any other difficulties (Yigit)."* One student described her difficulty in finding news from the newspaper by saying, *"I didn't have a lot of problems. Only sometimes I couldn't find newspaper news. I couldn't find the news of virtual fraud, identity theft from the newspaper. I found it on the Internet (Nilay)."*

In line with the findings obtained from the research, it was determined that students had difficulty selecting news. One student expressed her opinion within this scope: *"I had a hard time finding news. It was easy to find the news you said. I found them. It was hard to find interesting news. Because news is always interesting. I had a hard time choosing (Dilara)."*

Teacher Opinions

From the interviews with the teacher, it was found that she had the opinion concerning the use of active teaching techniques in current event teaching in Social Studies courses that "the activities can be time-consuming." The Social Studies teacher expressed her opinion as follows:

"Our class time is three hours. When there are such issues, everyone wants to show his/her work, they want to talk. The children researched properly and came. When we want to give every child the right to say something, when we want to follow their every work, the time is not enough. I like your work very much. I wish we could do it all. But we're concerned about the curriculum."

Recommendations for the process of using active learning techniques in current event teaching in Social Studies courses

As a result of the analysis of the data obtained in the research, it was determined that the participants offered suggestions regarding the process of using active learning techniques in current event teaching in Social Studies courses. The findings of the research participants' recommendations are as follows.

Students' Opinions

Students offered their suggestions related to the use of current event teaching with active learning techniques in Social Studies courses as follows: "performing job-share" and "writing the news in the notebook." A student expressed his opinion on the job share in newsgathering homework by saying, *"It would be better if everyone in the newsgathering assignment was divided into groups and did it. In fact, we did it once. But then we didn't do any later on. Some find interesting news, for example, and some find news for the lesson. It could be easier (Volkan)."* Another student explained the suggestion of writing the news in the notebook by saying, *"It is easy to cut the newspaper and bring it, but we could have written it with our hands and brought it like that. When we couldn't find a newspaper, we could write the news in our news book from the Internet. Thus, it remains in our minds more (Yigit)."*

Teacher Opinions

Within the scope of the research, the Social Studies teacher offered the following suggestions: "writing notes " and "increasing the hours of class." The Social Studies teachers' views on writing notes are as follows:

"Parents and children want to have written notes. If your system is blended with our classical model system, it would be very nice. You have already done these things in the following processes. You have underlined some places; you made the stars put in important places. When you did those things, everything fit better as you might recognize. Our teacher made it written. He can say that I should reinforce them by learning. I think it's going to get better that way."

The Social Studies teacher also made a suggestion to increase the Social Studies course hours to use active learning techniques more effectively in current event teaching. The Social Studies teacher's opinion on this subject is as follows:

"The students participated in more. They studied the lesson with more pleasure. They always wanted to have a say. They gave more examples from their own lives with these activities. That's nice, but our curriculum also tells us three hours a week. If these activities are done, the weekly lesson should increase. Time is tight."

Discussions, Conclusion and Suggestions

This research aimed to reveal the application process of employing active learning techniques in current event teaching in Social Studies courses and the related opinions of teachers and students.

This study determined that current event teaching employed with active learning techniques in Social Studies courses attracted the attention of students. This finding is similar to that of the research conducted by Bozkurt (2017). Current events attract students' attention because they are intertwined with life. At the same time, it can be said that the active learning techniques used in current event teaching attract students' attention.

In the studies included in the literature, it was concluded that a limited number and traditional methods and techniques of in the course of Social Studies were employed in the current event teaching in the course of Social Studies and the students were in the role of a passive receiver during the teaching-learning process (Bozkurt, 2017; Deveci, 2007; Demirkaya Gedik, 2008; Dinç & Acun, 2017; Gürkan, 2009; Gürkan et al., 2020; Haas & Laughlin, 2000; Hollstein, 2015; Memişoğlu & Güçin, 2017). In this study, current event teaching was diversified with various active learning techniques used in current event teaching in the course of Social Studies. This has enabled students to actively participate in the teaching-learning process. It can also be stated that it is effective for students to find the use of active learning techniques in current event teaching in the course of Social Studies and to participate actively in the course.

The students who took part in the research emphasized that they found the current event of teaching with active learning techniques entertaining, and they were happy during the activities in the course of Social Studies. This result is similar to the results of research conducted in the course of Social Studies on current event teaching (Arın & Deveci, 2008; Bekret, 2019; Bozkurt, 2017; Eryılmaz, 2015; Gürdoğan Bayır, 2010; Mcanespie, 2016; Zemin, 2013). In the course of Social Studies, the use of active learning techniques in current event teaching allows students to participate actively in the lesson, make the lesson fun, and be happy during the activities.

According to the research findings, the current event of teaching carried out by using active learning techniques in the course of Social Studies has enabled students to love the course of Social Studies. This result is similar to the findings of research carried out on current event teaching in the course of Social Studies (Arın & Deveci, 2008; Gürdoğan Bayır, 2010). It can be stated that the active participation of the students in the lesson through the use of active learning techniques in the teaching of the current event teaching, and thus their happiness, is effective in making them love the Social Science course.

In this research, the students were made to recognize the current events taught by active learning techniques in the course of Social Studies and the information they learned in the lesson concretely. Kırpık (2009) stated that the knowledge, skills, and values that students achieve during the lesson are useful in their future lives, and their interest and desire for the lesson increases when the students recognize it. In fact, the students were interested in both current events and the course of Social Studies by using active learning techniques in the current event teaching in the course of Social Studies when the results of this research are considered.

According to the results obtained in this research, the current event of teaching carried out by using active learning techniques in the course of Social Studies facilitates the learning of students by reinforcing their subjects. These results are similar to those of research carried out on current event teaching in the course of Social Studies (Arın & Deveci, 2008; Bekret, 2019; Bozkurt, 2017; Eryılmaz, 2015; Gürkan et al., 2020; Mcanespie, 2016; Zemin, 2013). Again, Açıkgöz (2014) emphasized that the subject of learning should be presented to the learner within the context he/she knows.

According to Açıkgöz (2014), active learning contributes to the development of new understanding by students and the permanence of their learning. According to Aksu and Keşan (2011), the use of the tools and materials that students see in daily life in their teaching-learning processes is effective in learning in a permanent and meaningful way. In this research, it was concluded that the use of active learning techniques in the current event of teaching in the course of Social Studies ensures that the learning of the students is permanent. The use of active learning techniques in the teaching of current events, which is one of the natural learning resources due to the fact that students are also involved in their lives, is permanent and natural it can be stated that it is effective in the execution of learning.

In this research, it was found that the use of active learning techniques in current event teaching Social Studies courses enabled students to be successful. This result coincides with those of research conducted within the scope of current event teaching in Social Studies (Batti, 2016; Eryılmaz, 2015; Gürdoğan Bayır, 2010; Zemin, 2013). Students' active participation in the teaching-learning process through the use of active learning techniques in current event teaching in Social Studies courses and concrete reflection on the learning of current events are effective in their success.

According to Akdağ et al. (2014), employing current events in the process of teaching-learning social information courses can provide students with the habit of following current events. In fact, it was concluded within the scope of this research that students gained the habit of following current events.

According to Altun (2018), it is very important for an individual to acquire the habit of following the agenda in order to be media literate. Within the scope of the research conducted by Deveci and Çengelci (2008), the Social Studies teacher candidate expressed media literacy by following the agenda. In this research, it was concluded that students gained media literacy skills.

Malinowski (2012) stated that the inclusion of current events in Social Science courses contributes to students' critical thinking. In this research, it was concluded that the techniques employed enabled students to approach the news critically.

According to the results of the research, students associated the Social Studies course with life through recognizing real life. In the research conducted on current event teaching in the field literature, Social Studies teachers used current events so that the students were able to associate the learning topic with real life (Dinç & Acun, 2017; Gürkan et al., 2020). It can be stated that the students in this study recognized real life using the techniques employed.

Keskin (2016) stated that students' active participation in the teaching-learning process allows them to use the information they have learned in real life. This research revealed that students actively participated in the course of current event teaching, where active learning techniques were used in a Social Studies course. At the same time, the students stated that they should be more careful in real life with the activities carried out in class. According to the results obtained from the research, students gained awareness of current events. This result is similar to that of the research conducted by Eryılmaz (2015).

According to Malinowski (2012), current events encourage students to conduct research to acquire more information because current events arouse interest. In this research, the students wondered about the current events and developing their research skills through the research they conducted. This result is similar to those of studies conducted in the relevant literature (Dinç & Acun, 2017; Gürdoğan Bayır, 2010).

According to Bonwell and Eison (1991), the use of active learning techniques in class allows students to think about learning and actively do something. Similarly, the students developed opinions related to the news analyzed and emphasized their personal opinions through the active learning techniques used during the current event teaching in the Social Studies course. Thus, it is clear that the students were directed to think about current events and make comments.

In the research, it was concluded that the students gained the skill of using Turkish correctly, beautifully, and effectively. This result is similar to the that of the research conducted by Bekret (2019) within the scope of current event teaching. Similarly, Lecompte et al. (2017) argued that teachers' inclusion of current events in their lessons allows students to express themselves better.

Another result of the research is that students gained self-confidence by experiencing a student-centered course process.

Akkan and Akhan (2020), Pescatore (2008), and Lackey and Rollins (1965) determined that the use of current events in teaching-learning processes is expected to improve students' ability to analyze and evaluate. Bonwell and Eison (1991) argued that the use of active learning techniques in teaching-learning processes allows students to effectively use their thinking skills at the top level. In this research, it was concluded that students improved their thinking skills.

According to the results obtained from the research, students acquired empathy skills. In the research conducted by Dinç and Acun (2017), it was revealed that Social Studies teachers use current events in their lessons to make students empathize.

Further, the research concluded that the students attained the values of justice, sensitivity, responsibility, and diligence. This result coincides with the that of research conducted by Batti (2016) within the scope of current event teaching in Social Studies courses. At the same time, Social Studies teachers believe that the analysis of current events within the process of teaching learning provides students with the acquisition of sensitivity to social issues, according to the research conducted by Gürkan (2009).

Within the scope of the research, it was concluded that students achieved the ability to read visuals using active learning techniques in current event teaching in Social Studies courses. Another result of the study showed that students were enabled to participate in the lesson and to work.

A participant in the study, the Social Studies teacher, believed that the employment of active learning techniques in teaching current events in Social Studies courses took a long time, and that the weekly hours of the Social Studies course should be increased. Similarly, Social Studies teachers consider current event teaching a time-consuming process (Bozkurt, 2017; Deveci, 2007; Memişoğlu & Güçin, 2017).

The study concluded that students had difficulty finding news. This result is similar to that of the research conducted by Gürdoğan Bayır (2010).

According to the results of this research, some of the recommendations for the use of active learning techniques in current event teaching in Social Studies courses are presented below.

Application-Based Recommendations

- To provide Social Studies teachers with the effective application of current event teaching and active learning techniques in their lessons, field experts can design sample lecture videos. These sample lecture videos can be executed between the Council of Higher Education (YÖK) and the Ministry of National Education, and presented to teachers through a digital platform in line with a joint project.
- In faculties of education, Social Studies teacher candidates can be given practical courses on the effective use of current event teaching and active learning techniques.
- In Social Studies courses, a piggy bank can be created in each class, and newspapers and magazines can be provided to teach about current events.
- In Social Studies courses, current event teaching should be included to provide students with various knowledge, skills, and values, and active learning techniques should be used during this teaching.

Research-Based Recommendations

- In Social Studies courses, research examining the effect of the use of active learning techniques in current event teaching on various skills such as entrepreneurship, thinking, and social participation can be conducted.
- In Social Studies courses, research can be conducted to reveal the values to be provided to students by using active learning techniques.
- In Social Studies courses, research that determines teachers' opinions on the effect of active learning or other learning methods in current event teaching can be conducted.

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